



**ANALYSIS OF CLAUSE COMPLEX IN ENGLISH  
TEXTBOOKS WRITTEN BY NATIVE AND NON-NATIVE  
SPEAKERS**

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MURIA KUDUS UNIVERSITY  
2013**



**ANALYSIS OF CLAUSE COMPLEX IN ENGLISH  
TEXTBOOKS WRITTEN BY NATIVE AND NON-NATIVE  
SPEAKERS**

**SKRIPSI**

**Presented to the University of Muria Kudus  
In Partial of the Requirements for Completing the Sarjana Program  
In the Department of English Education**

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## MOTTO AND DEDICATION

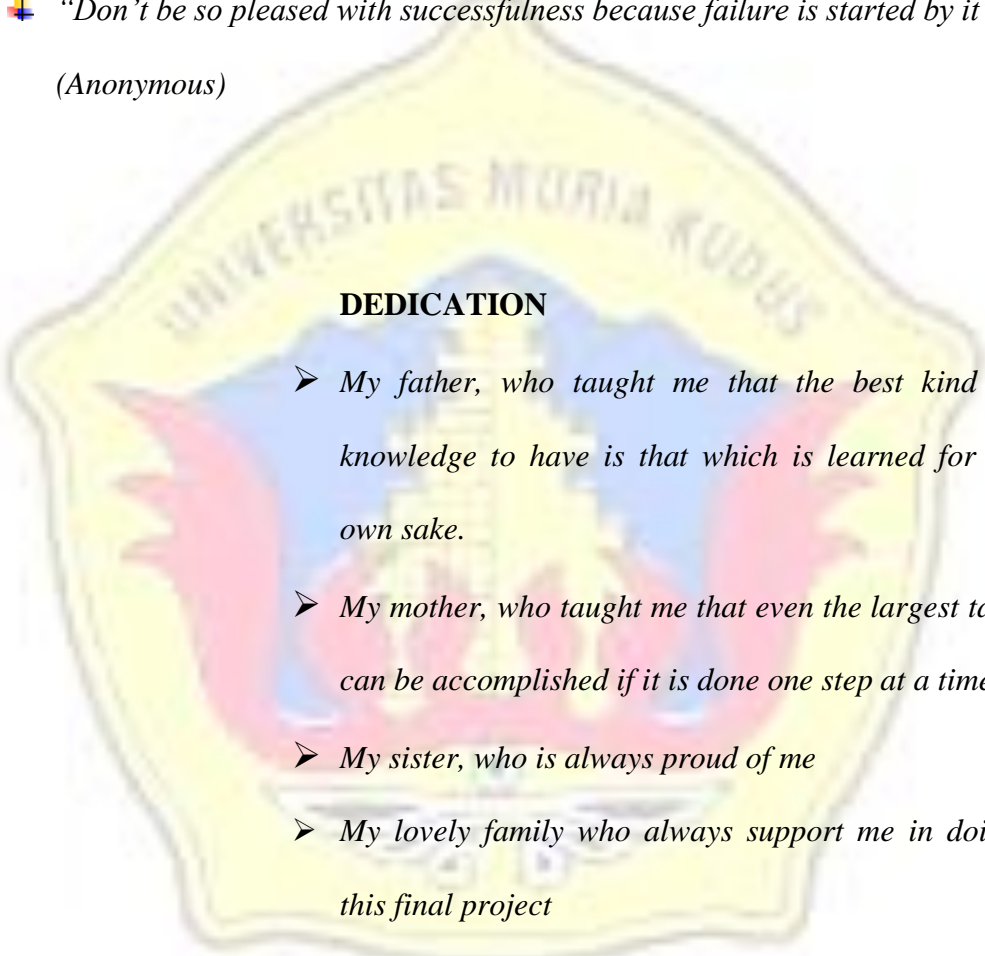
### MOTTO

✚ “God will never burden any soul beyond its power” (Q. S. Al-Baqoroh: 286)

✚ “Don’t be so pleased with successfulness because failure is started by it”

(Anonymous)

### DEDICATION

- 
- *My father, who taught me that the best kind of knowledge to have is that which is learned for its own sake.*
  - *My mother, who taught me that even the largest task can be accomplished if it is done one step at a time.*
  - *My sister, who is always proud of me*
  - *My lovely family who always support me in doing this final project*
  - *My burning soul who gives me spirit and encouragement*

## ADVISOR'S APPROVAL

This is to certify that the *Skripsi* of Eko Candra Yanuar (NIM: 2009 32 143) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

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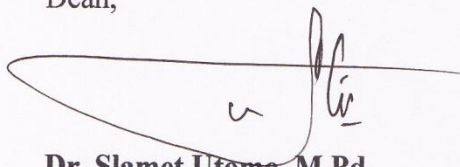


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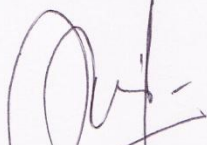
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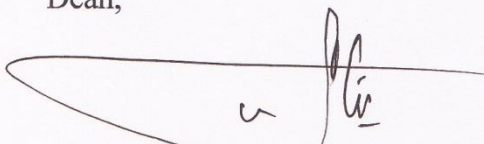
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With the name of God permit the writer gratitude to Allah SWT for His mercies, blessings, and guidance so the writer is able to finish this final project entitled Analysis of Clause Complex in English Textbooks Written by Native and Non-Native Speakers effortlessly. The writer conducts this final project as the way to fulfill a requirement of undergraduate program.

This final project cannot finish by the writer without any help from the important people around him:

1. Dr. Drs. Slamet Utomo, M.Pd, as The Dean of Teacher Training and Education Faculty of Muria Kudus University
2. Diah Kurniati, M.Pd, as The Head of English Education Department of Teacher Training and Education Faculty of Muria Kudus University
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4. My beloved parents who pray everyday
5. My friends who encourage me in writing this final project

The writer hopes this final project is useful for the reader to learn functional grammar, especially on clause complex that is used in constructing meaning.

The writer realizes that this final project is not perfect. Therefore, the writer opens a huge place to assess this work. Besides, the writer wants to say

sorry if there are mistake words in writing this final project. The writer opens for critics and suggestion available in [ekoyanuar18@yahoo.com](mailto:ekoyanuar18@yahoo.com).

Kudus, September 2013

Eko Candra Yanuar





## ABSTRACT

Candra Yanuar, Eko. 2013. *Analysis of Clause Complex in English Textbooks Written by Native and Non-Native Speakers*. Skripsi: English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Atik Rokhayani, S.Pd, M.Pd., (2) Fajar Kartika, SS, M.Hum

Key word: *Clause, Clause Complex, English Textbooks, Native and Non-native Speakers*

Clause complex is grammar's way of showing "that" and "how" the process going together in a sequence that relates to each other. When we read an English textbook, we often find difficulties in comprehending the relationship between the clauses in a sentence that can influence the understanding of how the process of material that is read going together in a sequence that related each other. Then writer chooses to analyze clause complex in English textbooks because he assumes that there are many clause complexes which can be analyzed. In order to give new information about clause complex and to give knowledge in understanding clause complex used in English textbook written by native and non-native speakers, the writer is motivated to analyze the clause complex used in English textbooks written by native and non-native speaker in Interchange Books.

The purpose of this research is to find out the kinds of taxis and logico-semantic relation that are used in English textbooks written by native and non-native speakers, and to find out how the clause complex is used in English textbooks written by native and non-native speakers.

The data and data source of this research is one English textbook written by native speaker and one English textbook written by non-native speaker that are Interchange Book 3 written by native speakers published by Cambridge University Press and Intensive Course Book 3 written by non-native speakers published by FBS-UNNES. Interchange is an English book written by Jack C. Richards, Jonathan Hull, and Susan Proctor. Then Intensive Course book in an English textbook which is compiled by Helena I.R. Agustien, Yan Mujiyanto, Ahmad Sofwan, Suprpto, and C. Murni W, published and printed by English Department FBS-UNNES. The writer used descriptive qualitative as the research design.

Based on the analyzing the data, it was found that the kinds of taxis in English textbooks written by native and non-native speakers are paratactic and hypotactic. In English textbook written by native speakers, there are fifteen chapters that there are **96** hypotactic clauses and **37** paratactic clauses. Whereas in English textbook written by non-native speakers, there are fifteen chapters that there are **107** hypotactic clauses and **61** paratactic clauses. Meanwhile the kinds of logico-semantic relation which are used in English textbook written by non-native

speakers are expansion and projection. Expansion can be classified into extension, elaboration, and enhancement. Whereas projection can be classified into locution and idea. In English textbook written by native speaker, there are **38** extension clauses, **36** elaboration clauses, **53** enhancement clauses, **14** locution clauses, and **9** idea clauses. Whereas in the English textbook written by non-native speaker, there are **50** extension clauses, **38** elaboration clauses, **54** enhancement clauses, **28** locution clauses, **17** idea clauses. The way clause complex is used in English textbooks written by native and non-native speakers are “often” to be used because the percentages around **45%-72%**. The result of the calculation is **64%** for English textbook written by native speakers and **71%** for English textbook written by non-native speakers. For the English textbooks, English textbook written by non-native speakers has higher percentages than English textbook written by native speakers.

Therefore, the writer suggests that the reader can add their knowledge and get new information about theory of clause complex that is used in English textbooks written by native and non-native speakers. Moreover the English students can enrich their knowledge about clause complex through the English textbooks written by native and non-native speakers. Meanwhile the lectures of English Education Department Teaching Training and Education Faculty Muria Kudus University can give knowledge about clause complex clearly and easily to be comprehended by students through English textbooks written by native and non-native speakers. The last the writer would like to give suggestion to further researchers, the next researchers can apply English textbooks written by native and non-native speakers as the data source to analyze clause complex that is already known that there are many clause complexes are used there.

## ABSTRAK

Candra Yanuar, Eko. 2013. *Analisis Klausa Kompleks dalam Buku Bahasa Inggris yang ditulis oleh Penutur Asli dan Bukan Penutur Asli*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Atik Rokhayani, S.Pd, M.Pd., (2) Fajar Kartika, SS, M.Hum

Kata-kata kunci: *Klausa, Klausa Kompleks, Buku Teks Bahasa Inggris, Penutur Asli dan Bukan Penutur Asli*

Klausa Kompleks adalah tata cara bahasa yang menunjukkan "bahwa" dan "bagaimana" proses dapat bersama dalam urutan yang berhubungan satu sama lain. Ketika kita membaca sebuah buku teks bahasa Inggris, kita sering kesulitan dalam memahami hubungan antara klausa dalam kalimat yang dapat mempengaruhi pemahaman tentang bagaimana maksud dari bacaan dalam urutan yang berhubungan satu sama lain. Kemudian penulis memilih untuk menganalisis klausa kompleks dalam buku teks bahasa Inggris karena ia menganggap bahwa ada banyak klausa kompleks yang dapat dianalisis. Dalam memberikan informasi baru tentang klausa kompleks dan memberikan pengetahuan dalam memahami klausa kompleks yang digunakan dalam buku teks bahasa Inggris yang ditulis oleh penutur asli dan bukan penutur asli, penulis termotivasi untuk menganalisis klausa kompleks yang digunakan dalam buku teks bahasa Inggris yang ditulis oleh penutur asli dan bukan penutur asli dalam buku Interchange.

Tujuan dari penelitian ini adalah untuk mengetahui jenis taxis dan logico-semantic relation yang digunakan dalam buku teks bahasa Inggris yang ditulis oleh penutur asli dan bukan penutur asli, dan untuk mengetahui bagaimana klausa kompleks digunakan dalam buku teks bahasa Inggris yang ditulis oleh penutur asli dan bukan penutur asli.

Data dan sumber data penelitian ini adalah salah satu buku bahasa Inggris yang ditulis oleh penutur asli dan satu buku bahasa Inggris yang ditulis oleh bukan penutur asli yaitu Interchange Book 3 ditulis oleh penutur asli yang diterbitkan oleh Cambridge University Press dan Intensive Course Book 3 yang ditulis oleh bukan penutur asli speaker diterbitkan oleh FBS - UNNES. Interchange Book 3 adalah buku bahasa Inggris yang ditulis oleh Jack C. Richards, Jonathan Hull, dan Susan Proctor. Kemudian Intensive Course Book 3 adalah buku bahasa Inggris yang disusun oleh Helena IR Agustien, Yan Mujiyanto, Ahmad Sofwan, Suprpto, dan C. Murni W, diterbitkan dan dicetak oleh Jurusan Bahasa Inggris FBS - UNNES. Penulis menggunakan deskriptif kualitatif sebagai desain penelitian.

Berdasarkan analisis data, ditemukan bahwa taxis dalam buku teks bahasa Inggris yang ditulis oleh penutur asli dan bukan penutur asli adalah parataxis dan hypotaxis. Dalam buku bahasa Inggris yang ditulis oleh penutur asli, ada lima belas bab dan terdapat **96** klausa hypotaxis dan **37** klausa parataxis. Sedangkan



dalam buku teks bahasa Inggris yang ditulis oleh bukan penutur asli, ada lima belas bab juga dan terdapat **107** klausa hypotaxis dan **61** klausa parataxis. Sementara itu jenis hubungan logico-semantic yang digunakan dalam buku teks bahasa Inggris yang ditulis oleh penutur asli dan bukan penutur asli adalah expansion dan projection. Expansion dapat diklasifikasikan ke dalam extension, elaboration, dan enhancement. Sedangkan projection dapat diklasifikasikan ke dalam locution dan idea. Dalam buku bahasa Inggris yang ditulis oleh penutur asli, ada **38** klausa extension, **36** klausa elaboration, **53** klausa enhancement, **14** klausa locution, dan **9** klausa idea. Sedangkan dalam buku bahasa Inggris yang ditulis oleh bukan penutur asli, ada **50** klausa extension, **38** klausa elaboration, **54** klausa enhancement, **28** klausa locution, dan **17** klausa idea. Kemudian klausa kompleks digunakan dalam buku teks bahasa Inggris yang ditulis oleh penutur asli dan bukan penutur asli yaitu "**sering**" digunakan karena persentase sekitar **45% - 72%**. Hasil perhitungan adalah **64%** untuk buku bahasa Inggris yang ditulis oleh penutur asli dan **71%** untuk buku bahasa Inggris yang ditulis oleh bukan penutur asli. Untuk buku teks bahasa Inggris, buku bahasa Inggris yang ditulis oleh bukan penutur asli memiliki persentase lebih tinggi dari buku teks bahasa Inggris yang ditulis oleh penutur asli.

Oleh karena itu, penulis berharap bahwa pembaca dapat menambah pengetahuan mereka dan mendapatkan informasi baru tentang teori klausa kompleks yang digunakan dalam buku teks bahasa Inggris yang ditulis oleh penutur asli dan bukan penutur asli. Selain itu para siswa bahasa Inggris dapat memperkaya pengetahuan mereka tentang klausa kompleks melalui buku pelajaran bahasa Inggris yang ditulis oleh penutur asli dan bukan penutur asli. Sementara itu dosen dari jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus dapat memberikan pengetahuan tentang klausa kompleks jelas dan mudah untuk dipahami oleh siswa melalui buku pelajaran bahasa Inggris yang ditulis oleh penutur asli dan bukan penutur asli. Terakhir penulis ingin memberikan saran untuk peneliti selanjutnya, peneliti selanjutnya dapat menerapkan buku teks bahasa Inggris yang ditulis oleh penutur asli dan bukan penutur asli sebagai sumber data untuk menganalisis klausa kompleks yang sudah diketahui bahwa ada banyak kompleks klausa yang digunakan.

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